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ABSTRACT

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide suggests ways of publishing a paper and discusses the skills the youngsters learn in the process. Emphasis is placed on developing the right setting, learning the history of the paper, and acquiring some background in writing. Such sections of the paper as the front page news, editorials and letters to the editor, advertisements, the comics, features, and sports are examined. The class newspaper staff is discussed, and its duties are outlined. It is suggested that more than one issue of the paper be published so that students will learn from their mistakes. (SW)

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# the value of PUTTING OUT A CLASS NEWSPAPER

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An educational project of the
Hawaii Newspaper Agency, Inc.

CS 201 680

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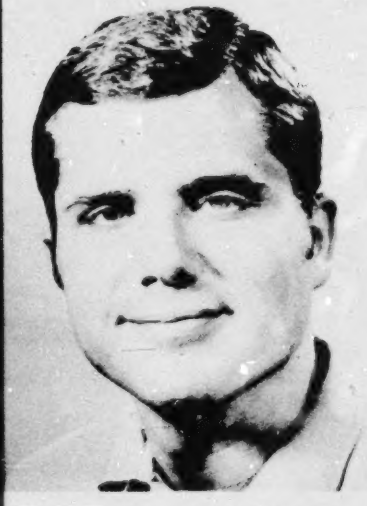
This booklet is the work of Stanley May and Thomas Pangilinan and is based on their own experiences as sixth-grade teachers at Barber's Point and at Pearl Harbor Kai schools.

Tom Pangilinan

May now teaches at Punahou; Pangilinan is vice-principal at Iliahi.

Both found that a class newspaper is an excellent learning experience - both for teacher and for student. This booklet suggests one way to go about publishing a paper and discusses the skills the youngsters learn in the process.



Stanley May

Teachers should understand that the aim of a class newspaper is completely different from the aim of a school newspaper. The latter is primarily a public relations device; the former is an exercise in the development of certain skills.

Barbara Edwards
Educational Consultant
Hawaii Newspaper Agency, Inc.

# *Introduction*

Producing a class newspaper is a rewarding, enriching - and sometimes frustrating - experience for both students and teachers. The rewards in learning are worth any temporary frustrations, however.

There are two keys to success - enough background knowledge of the newspaper itself to make you, the teacher, confident of what you are doing, and organization of your class.

Don't put out one only issue of the newspaper. This will be waste of time. Your students will learn from their own mistakes. They need several issues to make the project worthwhile. You'll be discouraged by the first issue -- and delighted by the fourth or fifth.

Set your goals within the project. These may well be as follows:

* To give your students practice in different kinds of writing.

* To help them set out their thoughts clearly and simply.

* To help them develop the skills of critical thinking and analysis.

* To give them a sense of responsibility.

* To teach them how to make decisions -- and stick to them.

* To give them a greater understanding of the role of a free and truthful press.

* To make them proud of a difficult accomplishment.

* To have fun while learning.

## *Developing the Right Setting*

Generate enthusiasm for a project and you've got it made!

This probably applies to teaching and learning more than to any other situation. And it's easier to do by putting out a class newspaper than by most other projects.

This is because newspapers are exciting and you, with very little effort, can make them even more so.

You must, as we said, be familiar with the operation of a "real" newspaper. You will need to discuss the main sections and what they contain with your students.

You should also make maximum use of bulletin boards, speakers, tours of the newspaper plant, films and filmstrips available from the Hawaii Newspaper Agency.

A brief history of newspapers makes the subject alive. The following is ideal. It is part of a speech given by George Chaplin, editor of The Honolulu Advertiser, to a teacher workshop in August 1968.

## *The Paper–Yesterday and Today*

Today's American newspaper is the world's best. Yet it is the product of a tortuous and checkered history, going back to a handwritten daily bulletin posted in the Forum in Rome as early as 60 B.C.; a court journal produced in Peking from carved blocks in 600 A.D.; and the development of moveable type about 1450 by a German industrial artist and inventor named Gensfleisch who, for reasons obscure, adopted the name of Gutenberg from his mother's side.

The first English-language news bulletin appeared in 1920, interestingly enough printed in Amsterdam and shipped to London. The first English daily, the Courant, began publishing in 1720 and it was not many decades later that Edmund Burke reportedly said that there "were three estates in Parliament but in the Reporters' Gallery....there sat a Fourth Estate more important by far than they all."

As newsletters and papers grew in number, they were controlled by the political and philosophical systems of the time. Truth was deemed to be an exclusive possession of the ruler. To publish a newspaper, it was necessary to get a permit or patent to engage in "the art and mystery" of printing. And if one ran afoul of the authorities he would lose not only his license, but possibly his head....as three printers did in Merrie Olde England.

But gradually the authoritarian concept of the press began to decline, largely due to such men as Milton, Erskine and John Stuart Mill, with his great horror of "the deep sleep of undecided opinion."

In America, it was Thomas Jefferson who helped pioneer the thought the "if man is to be governed by reason and truth.....our first object should be to leave open to him all avenues to truth."

In the earlier colonial days, they had other notions. The Mather family, which ran Massachusetts Bay, killed the first newspaper in America after one issue because its publisher neglected to get a license, and equally as heinous, had printed several stories they disliked. Later, they had editor James Franklin, an older brother of Ben, jailed for a month for contempt.

Time brought changes but not very good newspapers. The press was unbelievably partisan. Before the American Revolution, the lines were drawn between Tories, Whigs and Democrats. Afterwards, the battleground was strong central government versus states' rights, Federalists versus Republicans.

The level of criticism was personal and low. President Washington was subjected to scurrilous articles. His discomfiture was hardly relieved by the fact that Hamilton, his Secretary of the Treasury, and Jefferson, his Secretary of State, had each established a newspaper to battle the other. And each was helping to subsidize his paper with whatever government advertising contracts he could manuever.

As the Louisiana Territory was purchased and America moved west, newspapers began to change from political party trumpets to collectors and printers of news. It was a new era -- mostly of personal journalism exemplified by Bennet Greeley, and Dana; in the south by Henry Grady and "Marse" Henry Watterson; and later in New York by Hearst and Pulitzer engaging in a great duel.

They served to a mass audience a super-abundance of crime, sex and jingoism. This helped to produce two wars -- one in Cuba, another in circulation. It also produced the first color comic strip, "The Yellow Kid," which led to the term "yellow journalism" and also to the "Katzenjammer Kids" and "Happy Hooligan" and many more.

It was a raucous, reckless period which began to end when technological advances in printing made possible mass circulation. These were accompanied by rising costs, which had to be met more and more by reliance on advertising revenue.

The newspaper has moved down the grooves of American history from the political knife-artist to the individualistic giant of the newsroom to a business-man-publisher directing a substantial enterprise.

The newspaper as it exists today has a definite and valuable place in your curriculum. It can enrich any subject area. It will open highways to history; it will improve vocabulary; it will make math and science more interesting. It will give you a living textbook for your classroom.

It will also serve as a model for putting out your own class newspaper.

## *Reporter to Reader*

**Flash!** A **news story** breaks somewhere in the world. A **reporter** is sent by his editor to cover the event. He writes the story, being sure to answer the six basic questions - who, what, when, where, why and how. The **city desk** checks the story for clarity, grammar, accuracy and the need for illustrations. Then it goes to the **copy desk** where it is rechecked for grammar, accuracy and length and a headline and (sometimes) a by-line is added. A tape perforator converts the story to pukas in an unjustified tape. A **computer** makes, from the first tape, a second, justified tape. This goes on a **linotype machine** where the story is set into individual lines of type, called slugs. These are made up into individual pages, according to a **dummy** which shows the placement of stories, pictures and advertising. Impressions from the metal page are then transferred by means of several tons of pressure to a papier mache **matrix.** Each mat goes into a curved oven where molten metal is poured on it. The result is a **curved metal plate** - one for each page of the newspaper. These plates go on the **press.** The press cuts, prints, assembles, folds and counts the papers. They are automatically bundled and tied with wire, before automatic delivery to the waiting **circulation trucks.** The trucks take the papers to the airport for the Neighbor Islands and to central points on Oahu for distribution to **newsboys.**

## *Needed – Some Background in Writing*

As well as knowing something of the history of newspapers and how they are printed, your students should know something of the kinds of writing that go into a newspaper.

Because the newspaper has many different audiences, writing styles throughout the paper vary. News writing will be different from editorial writing; a fashion columnist doesn't write like a sports editor; conversation in the comic strips is very different from conversation in the report of a panel discussion.

The easiest way for you to approach this understanding by your students is to examine the major sections of the paper one at a time.

*First-Front Page News*

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# *Support Is Voiced For Fired Official*

By BRUCE BENSON
*Advertiser Staff Writer*

Col. Ralph Neal, Oahu's coordinator of civil defense, and City Corporation Counsel Paul Devens are poring over the rules and regulations trying to find out the answer to the same question:

Did Mayor Frank F. Fasi have the legal authority to fire Neal summarily?

Devens, knee-deep in law books, said yesterday his reading shows there is considerable room for doubt that Neal's job fell under the protection of Civil Service rules.

Neal took the opposite viewpoint. Within hours after he was fired Monday he promised he would appeal

See Editorial:
"The Mayor & Col. Neal"
Page B-2

the decision. He confirmed yesterday that he will take his case before the five-man Civil Service Commission and ask to get his job back.

"As far as I can see, I think I can rebut most everything they're claiming about

See NEAL on A-4, Col. 7

Discuss the following:

1. Why does the article appear on the front page?

2. How would you describe the information found in the article? Factual? Interpretive? Persuasive?

3. Does the story answer the six most important questions? Elaborate.

4. Where are the most important facts? What does this tell about the writing style? Talk about the inverted pyramid style and why it is used.

# The Mayor & Col. Neal

Mayor Fasi's firing of Col. Ralph Neal as Oahu Civil Defense Director is very much a legal question that can end up in court. One hesitates to prejudge the legalities.

Civil Service was designed to be a protection against firing on the basis of politics and/or personal dislikes. If Col. Neal has such protection, it will be a factor.

Still the Mayor is the one held ultimately responsible for the state of Oahu's civil defense and disaster program. If he feels the man directing the program is unqualified, the Mayor has the obligation to remove him — along with the responsibility of making his reasons known and making them stick in any appeal process.

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Discuss the following:

1. Who writes editorials?
2. Who writes letters to the editor? What can they accomplish?
3. How does the editorial page differ in content from the news pages?
4. What does it mean when we talk about expressing an opinion?
5. What is slanted writing?
6. What is persuasion? How is it different from reporting the facts?
7. What is the structure of an editorial? Compare it with a news story.
8. What about an editorial cartoon? Is it also an opinion? Justify the position.

# Third—Advertisements

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Discuss the following:

1. What is the purpose of advertising? For the paper? For the advertiser?

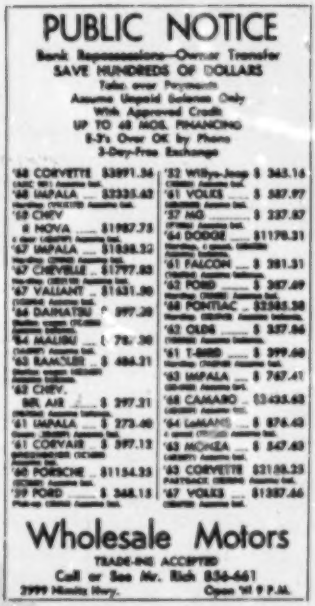
2. Why does advertising appeal? What appeals to you most?

3. What is the difference between display and classified advertising?

4. In what sections do you find display ads? Classified?

5. What is the cost of advertising?

6. How does advertising writing differ from news or editorial writing?



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| | | | |
|---|---|---|---|
| '68 CORVETTE | $3991.36 | '52 Willys-Jeep | $ 365.16 |
| '68 IMPALA | $2335.62 | '61 VOLKS | $ 587.97 |
| '69 CHEV. II NOVA | $1987.73 | '57 MG | $ 237.87 |
| '67 IMPALA | $1698.32 | '64 DODGE | $1178.31 |
| '67 CHEVELLE | $1797.83 | '61 FALCON | $ 381.31 |
| '67 VALIANT | $1431.90 | '62 FORD | $ 367.69 |
| '66 DAIHATSU | $ 997.20 | '68 PONTIAC | $2585.38 |
| '64 MALIBU | $ 78[illegible] | '62 OLDS | $ 357.86 |
| '63 RAMBLER | $ 486.31 | '61 T-BIRD | $ 399.60 |
| '62 CHEV. BEL AIR | $ 297.31 | '63 IMPALA | $ 767.41 |
| '61 IMPALA | $ 273.40 | '68 CAMARO | $3435.63 |
| '61 CORVAIR | $ 397.12 | '64 LeMANS | $ 876.43 |
| '60 PORSCHE | $1154.33 | '63 MONZA | $ 547.63 |
| '59 FORD | $ 348.13 | '63 CORVETTE | $2188.23 |
| | | '67 VOLKS | $1387.46 |

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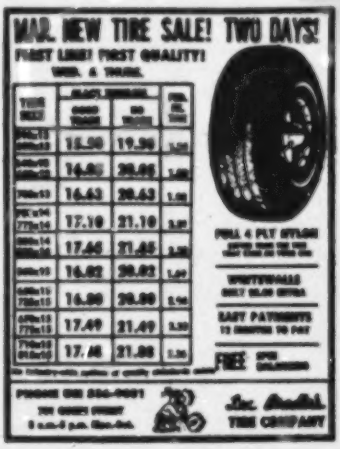

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| | | | |
|---|---|---|---|
| | 15.50 | 19.50 | |
| | 16.63 | 20.63 | |
| | 17.19 | 21.19 | |
| | 17.65 | 21.65 | |
| | 16.82 | 20.82 | |
| | 16.80 | 20.80 | |
| | 17.49 | 21.49 | |
| | 17.65 | 21.85 | |

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## *Fourth – The Comics*

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LI'L ABNER
UGH!?
UGH!?
HOW!?
HOW!?
(~NEGOTIATIONS FOR ME PROGRESSING SWIFTLY IN LUN STYLE ~)
(~NEGOTIATIONS PROCEEDING SLOWLY~)
(~LUN STUMP~)
I GOT UM DEAL FOR YOU!
(OH, HIM BE IMPATIENT AND IMPETUOUS!? I THINK HE PUT MOCCASIN IN MOUTH THAT TIME!?)

Discuss the following:

1. Different kinds of comics.

2. What part do they play in the paper? Where are they found? What audience do they reach?

3. How is the writing different from news articles or editorials?

4. How are conversations indicated?

5. What does syndicated mean?

6. List different kinds of comic strips such as those telling a story, preaching a lesson, dealing with a social problem and so on. Decide if you'll have comic strips in the class newspaper.

DIRECT QUOTATIONS

## *Fifth – Features*

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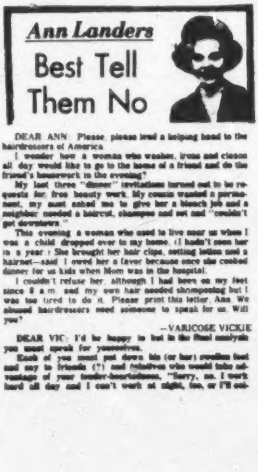
Discuss feature stories as opposed to news stories. But also talk about such special features as columns, both local and syndicated; listings of special events or of things to see; movie reviews and so on. Keep in mind that your class newspaper may carry all of these and your job is to make sure the students understand how writing differs according to the audience one wishes to reach.

WHAT TO DO TODAY



*Ann Landers*

Best Tell Them No

DEAR ANN: Please please lend a helping hand to the hairdressers of America.

I wonder how a woman who washes, irons and cleans all day would like to go to the home of a friend and do the friend's housework in the evening?

My last three "dinner" invitations turned out to be requests for free beauty work. My cousin wanted a permanent, my aunt asked me to give her a bleach job and a neighbor needed a haircut, shampoo and set and "couldn't get downtown."

This evening a woman who used to live near us when I was a child dropped over to my home. (I hadn't seen her in a year.) She brought her hair clips, setting lotion and a hairnet—said I owed her a favor because once she cooked dinner for us kids when Mom was in the hospital.

I couldn't refuse her although I had been on my feet since 8 a.m. and my own hair needed shampooing but I was too tired to do it. Please print this letter, Ann. We abused hairdressers need someone to speak for us. Will you?

—VARICOSE VICKIE

DEAR VIC: I'd be happy to but in the final analysis you must speak for yourselves.

Each of you must put down his (or her) swollen feet and say to friends (?) and relatives who would take advantage of your tender-heartedness, "Sorry, no. I work hard all day and I can't work at night, too, or I'll col-

Discuss the following:

1. What is the purpose of a feature story? Have students collect various kinds and talk about them.
2. How does this differ from a news story? Is it also news?
3. Examine fashion writing or a wedding write-up and discuss how this kind of writing differs from editorials or news.
4. What is a syndicated column? Which columns are locally written?
5. How and why does writing vary from columnist to columnist?

*Sixth – Sports*

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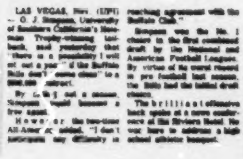
## *O.J. May Sit Out One Year*



Discuss the following:

1. How does sports writing differ from straight news? Can it sometimes be straight news?

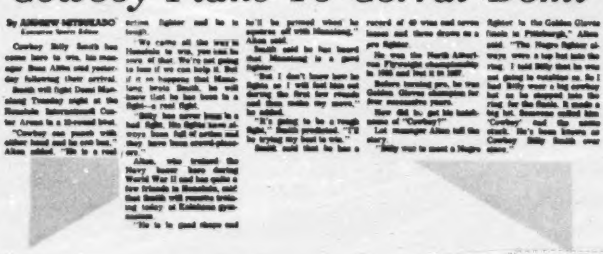
2. How do sports headlines differ from front page headlines?

3. Find examples of unusual use of words in sports heads? Have students "translate" them literally.

4. Why is sports in a separate section? Is this true of other areas of the paper? If so, why?

5. Compare captions on sports pictures with captions on front page pictures. Write some.

## *Cowboy Plans To Corral Domi*



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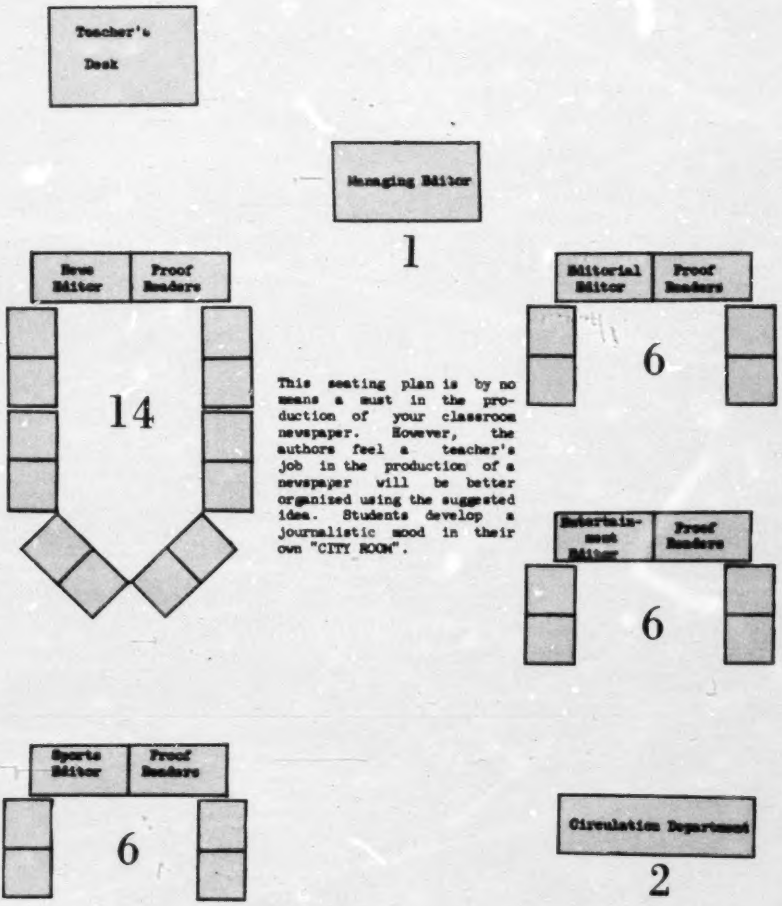


This seating plan is by no means a must in the production of your classroom newspaper. However, the authors feel a teacher's job in the production of a newspaper will be better organized using the suggested idea. Students develop a journalistic mood in their own "CITY ROOM".

AN ORIGINAL SEATING PLAN FOR THE PRODUCTION OF A CLASSROOM NEWSPAPER

# *Your Class Newspaper Staff and Its Duties*

What staff members do you need for putting out a class newspaper? What are their duties?

All children in the class must be reporters. Some will do better than others; some may want to be comic strip artists or do editorial cartoons or advertisements. Encourage each to do the best he can. Trade jobs around so that all have a chance to do what they like best. This is another reason why putting out **several issues is a must**.

Following is one plan which has been tried and found successful. It has an editorial page editor, instead of an over-all editor. This was done to put the various jobs in more definite categories and also to give more active participation to more students. This could be varied by having an editor, responsible for the whole operation as well as for the editorial page.

In this set-up, **the students do all the work**, even if some of it is not the best. The teacher must retain the right to veto but, if she has discussed veracity and responsibility completely with her class, she should not have to use that right very often.

Here, then, is a suggested staff:

**Managing Editor:** The boss and the key person to a smooth operation. He coordinates all departments and makes sure the paper sticks to its deadlines.

**News Editor:** Decides the emphasis and headlines for all news stories. Does the layout of the front page and helps with layout of other pages.

**Editorial Page Editor:** Oversees the writing of all editorials; makes decisions on which letters-to-the-editor will be used. Is responsible for policy and for having the page ready on time.

**Entertainment Editor:** Coordinates special features, comics and columns. Writes heads for and lays out his material.

**Sports Editor:** Decides which sports stories his reporters cover. Lays out the sports page (or part of a page), including the writing of headlines.

**Editorial Cartoonist:** Works with the editorial page editor and supplies a cartoon.

**Circulation Manager:** Assembles and distributes the final product.

All these department heads will require reporters and other assistants. Some of the class can be proofreaders; some layout men; some reporters for the various sections; some can assist in distribution.

Also, you should decide how large the paper will be and how it will be printed. A typewritten newspaper, the typing done by the teacher, looks very neat.

However, complete work by the students should be the aim. A student who can type is invaluable, even if he uses only one finger. In the opinion of the authors, a newspaper hand-done by the students is preferable to one typed by the teacher.

A student working for the circulation manager should know how to work the mimeograph machine.

Following is a suggested structure, making as much use as possible of as many students as possible.

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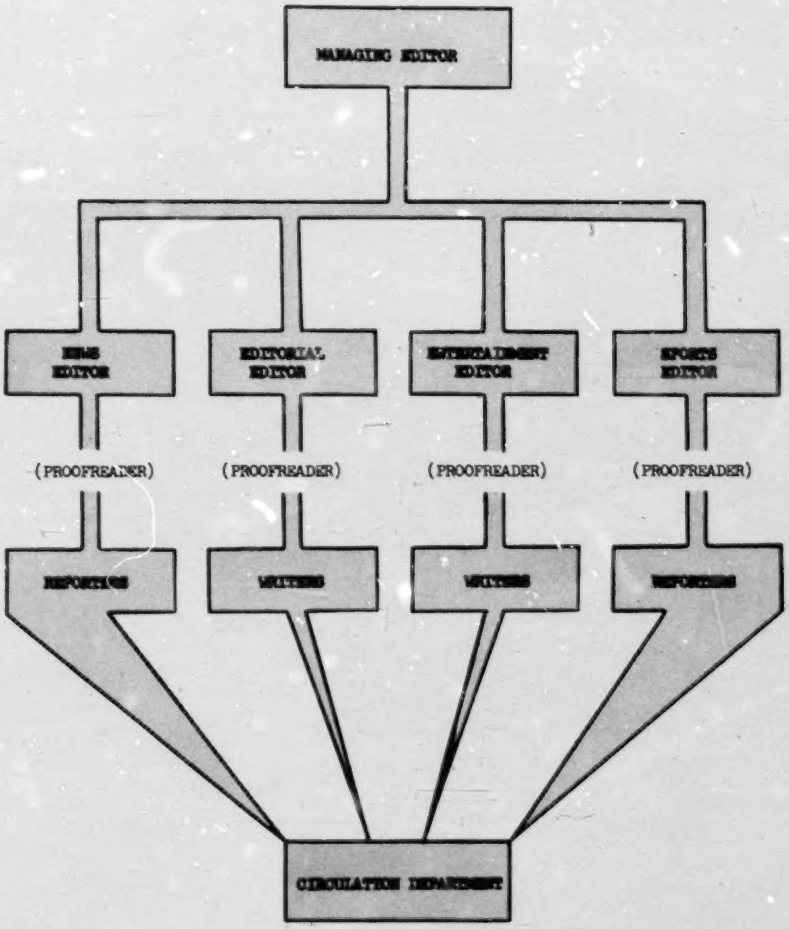

## You are Organized and Knowledgeable -

## Now What?

There are a few other decisions you must have your students make before they can begin:

1. The paper needs a catchy name. Have a competition which involves the whole class and where the final decision is made by vote. Examine several names before you make a decision.

2. Have a student design a nameplate, or hold a contest for the best nameplate. Not all will participate in this for many students cannot draw. Those who cannot draw may well submit ideas, however.

3. What area will your news cover? The class only? The grade level? The whole school? The class, the school and the community? Don't try to tackle more than you can comfortably handle, especially the first time.

4. How many pages will the paper have? This is important both as a cost factor and also from the standpoint of the reporters.

5. How often will you publish?

6. What will the deadlines be? What will be the penalty for not meeting a deadline?

The following procedure for actual production has been followed with success in a sixth grade class. It can and should be varied to suit your particular class. The production might follow this pattern:

**Gather the information:** Students should be assigned specific duties so that they know exactly what they are responsible for. They will need some prior hints on interviewing - such as the need

for preparation and for courtesy. The teacher should advise the administration and the other faculty members so that they too can be prepared for a student interviewer.

**Write the copy:** Students should write in correct journalistic style. Make sure they keep in mind the six basic questions for a news story. Stress good grammar, proper punctuation and, above all, charity and simplicity.

**Proofread the article and make corrections:** Have the assigned students proofread and correct the articles turned in for their particular section. Reporters then rewrite the articles if necessary.

**Rewritten articles go to the editors:** The importance of deadlines should be stressed here again. All stories should be submitted at the same time. Editors for the various sections recheck them.

**Editors decide on layout:** The various editors meet to decide on emphasis and layout. They need to look over the layout and decide if the major stories have been given adequate emphasis. It should have been established prior to this that the word of the editor in the acceptance or rejection of a story has nothing personal in it and is final.

**Make up a first draft:** Stories and articles are pasted on a "dummy" sheet which is a replica of the finished product. There is one such sheet for each page of the newspaper. Be sure the editors have little fillers ready for little bits of space.

**Discuss the rough draft:** The entire class should discuss the rough draft. Students should be encouraged to be very critical but to keep their criticism on a high plane. They should look for errors, for the emphasis placed on stories and for the clarity of editorial stands.

**Final layout:** The final product can only be typed after the whole class has discussed the rough draft. Corrections, if any, will be made at this time, also.

**Type the final draft:** Here, again, the importance of deadlines must be re-emphasized. If a student or several students can type, let them prepare the final copy. If not, you will have decided if you, the teacher, will do it or if you have will a hand-written newspaper.

**Print the paper:** How this is done will depend on what you decided about the final draft. If it is not against administration policy, a student or a student committee should be assigned to run the newspaper off on mimeograph or ditto machine.

**Distribute the paper:** Your circulation people take over this responsibility. Distribution must be immediate or the news will be history.

## *Some Other Kinds of Newspapers*

The authors were both sixth grade teachers when they put together the copy for this booklet. Their suggestions can be geared to any classroom, however, with variations depending on the grade level and ability of your students.

**Oral newspapers:** You can start this in the first grade and develop it gradually into a written newspaper. Have the students make oral reports under such simple headings as "My Family," "My Home," "My School."

**Blackboard newspaper:** This is the next step. The teacher writes on the blackboard, under the specific headings, the little stories the children tell her. As they advance, they can write the stories themselves on paper. The teacher can collect these and paste them on a regular newspaper.

**Wall newspaper:** Tack white wrapping paper down one side of the classroom. Have students write stories, make up ads, design comic strips, draw cartoons and mug shots and paste or staple them under various sections. Children as young as third graders do this very well.

**Special time newspaper:** Put out a newspaper that ties in with the study of a particular era, such as the time of Benjamin Franklin, or the expansion of the west. The paper should reflect the period. This becomes a fascinating way to do research.

**Special subject newspaper:** A newspaper for a science class or a newspaper for a math class is fun to do. The students get practice in writing but are also dealing with only one topic which they must report on in depth in order to fill the paper.

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SUGGESTED LAYOUT

Ear - can be used for announcement of special class event

KLASSROOM KAPERS (FRONT PAGE)

Ear - can be used to put in the football score of last week's game

Vol. 1 Kalakaua Elementary School, Honolulu, Hawaii Grade 5

THE MOST IMPORTANT NEWS GOES IN THE RIGHT HAND COLUMN OF FRONT PAGE WITH BIG HEADLINE

SECOND STORY PLACED HERE

This left-hand column on the front page is where the second most important story of the day goes. It's headline is smaller than that for the biggest story. You may want to spread it over two columns and put a two-column headline on it.

You may have enough space to finish the whole story on this page or you may want to "jump" it to another page.

If you "jump" it, you must have a line at the bottom that tells the reader where he can find the rest of the story.

A THIRD NEWS STORY CAN GO HERE

This story will be less important that either of the two at the top of the page. It will also be written in the inverted pyramid style, however.

The headline should not be alongside the headline next to it. Put it higher or lower so that one does not run across the page into another.

INDEX - Where to find it.

Here you might want to list the various stories and features in your paper and where to find them. This gives practice in classifying and in assembling material from which others have to find directions.

PICTURE

A picture or drawing makes any page more interesting. It can relate to the story beside it on the page or it can stand by itself with a caption that describes completely what is going on.

As you cannot produce real photographs for a class newspaper, drawings by students are a good substitute.

PLACE SHORT, INTEREST-ING ITEMS IN A BOX

If you want to draw particular attention to a short item, put it in a box. This makes it stand out. The box is also used for short, breezy or humorous items which add interest to the page. Remember that the lines must be typed shorter so that there's room to put the box around.

Put the most important story you have here. Be sure it is written in the inverted pyramid style with the most important facts in the first paragraph. The farther down into the story you go, the less important will be the details you write.

The most important facts will answer the five W questions:

Who?

What?

When?

Where?

Why?

The story should be written so that all but the lead (first paragraph can be eliminated if necessary).

A DOUBLE COLUMN HEADLINE GIVES WEIGHT TO THE PAGE

A double-column headline is easier to write than a single column headline because there is more space and so you can say more. It also breaks up masses of small type to give the reader variety. If you had all small headlines at the bottom of the page, the page would look very dull and uninteresting.

Keep fillers to fill up little bits of space. There's nothing more exasperating than to have a little bit of space left over and nothing to put in it.